

# District School Journal,

FOR THE STATE OF NEW-YORK.

PROMOTE, AS AN OBJECT OF PRIMARY IMPORTANCE, INSTITUTIONS FOR THE GENERAL DIFFUSION OF KNOWLEDGE.—Washington.

VOL. II.

ALBANY, SEPTEMBER 1, 1841.

No. 8.

## PUBLISHED MONTHLY.

### TERMS.

For a single copy for one year, ... \$0 50

For eight copies for one year, .... 3 00

Payable always in advance.

All letters containing subscriptions will be sent free on application to the Postmasters.

Postmasters are respectfully requested to act as agents to this paper.

All subscriptions to the Journal must begin with the year.

All letters relative to the Journal must be post-paid.

## [OFFICIAL.]

### STATUTES, REGULATIONS AND DECISIONS RELATING TO COMMON SCHOOLS.

#### AN ACT

IN RELATION TO COMMON SCHOOLS IN THE CITY OF HUDSON.

[Passed May 26, 1841, by a two-third vote.]

*The People of the State of New-York, represented in Senate and Assembly, do enact as follows:*

§ 1. The members of the common council of the city of Hudson shall by virtue of their office be commissioners of common schools in and for said city, and in common council shall perform all the duties of such commissioners, and shall possess all the rights, powers and authority, and shall be subject to all the duties and obligations of commissioners of common schools in the several towns of this state, and shall have power,

1. To divide the city into school districts, of which there shall not be less than three in the compact part of the city.

2. They shall designate, purchase or lease, or otherwise obtain, in each school district, a site or sites for a school house or the school houses therein, and shall fence or improve the same in such manner as to them shall appear suitable and proper.

3. They shall cause to be built or procured in each district such school house or school houses and out houses, as shall appear to them suitable and sufficient.

4. They shall complete, improve, enlarge or repair any district school house, from time to time, as they shall think proper; and they shall supply the district school houses, whenever they shall deem it expedient, with such school apparatus, books, furniture and appendages as they may think necessary.

5. They shall appoint, in the manner provided by them for the appointment of other officers in said city, three persons to be denominated a board of superintendents; of these three persons, the one first chosen shall continue in office for three years; the one next appointed shall continue in office for two years, and the one last appointed shall continue in office for one year.

6. They shall have power, and it shall be their duty, to make such by-laws and ordinances as may be in their opinion necessary for the prosperity and good order and efficient government of the common schools, and the security and the preservation of the school houses, and other property belonging to the school districts; and to prescribe the duties and powers of the board of superintendents in all cases not provided for by this act.

7. They shall require and take from the superintendents and collectors such security as they shall deem expedient, and if such security is not given by any superintendent or collector, the said common council may declare his office forfeited, and appoint another superintendent or collector in his place.

8. They shall supply a vacancy produced in the board of superintendents from any cause; the person appointed to fill such vacancy shall continue in office during the unexpired remainder of the term for which his predecessor was chosen, and no longer, unless re-appointed.

9. They shall divide the district schools in said city into primary and higher departments, or otherwise, whenever they shall deem such division desirable; and they shall prescribe regulations for the transfer of scholars from one department to another, and they shall direct the board of superintendents to provide a sufficient number of suitable instructors for each of these departments.

§ 2. The clerk of said city, by right of office, shall be the clerk of the mayor and aldermen thereof when acting as commissioners of common schools, and he, as such clerk, shall perform all the duties in reference to said city, that the town clerks in the several towns in this state perform as clerks of common schools in such

towns, and be subject to the same penalties for the neglect thereof.

§ 3. The board of superintendents of common schools in the city of Hudson shall, in respect to the common schools in said city, possess all the powers and be subject to all the duties and obligations of the inspectors of the common schools in the different towns in this state; it shall carry into effect all the ordinances and orders of the common council in respect to common schools; and it shall be lawful for the said common council to assign to said board any duty required of them, in respect to the common schools in said city. The said board shall be under the direction of the common council, and they shall have power and it shall be their duty,

1. To contract for and superintend the building, enlarging, improving, furnishing and repairing of all school houses under the charge of said common council, and the making of all repairs and improvements on and around the same.

2. To provide for the safe keeping of the district school houses in said city.

3. To contract with and employ all the teachers in the several districts therein.

4. To prevent scholars resident in one district from attending a school in another district, and also to prevent scholars from going from one school to another in the same district, without having in both the above cases written permission so to do from the said board.

5. To select such books as they shall deem most suitable to be used as class books in the schools, and to establish a uniformity in all the schools in regard to the books used therein.

6. To visit each school as often as once in each quarter, and to report the condition of the same, with such suggestions for the improvement thereof, to the common council as they may deem advisable, which reports shall be published by the common council in two of the city papers.

7. To remove any teacher, on manifest neglect of duty, or upon his violating his contract; upon paying such teacher pro rata for the time he has been employed.

8. To pay the wages of all the teachers by orders on the common council as commissioners of common schools, so far as the public money in their hands, or the money raised by tax, as to be hereafter provided for, and the money paid over by the collector of the rate bills, shall be sufficient for the purpose.

9. To make out rate bills for the payment of teacher and contingent expenses, against the parent or guardian of each scholar, and expense of the collection of the same, (except those exempted, as hereinafter to be provided for,) which shall not however exceed two dollars per quarter for each scholar; and no bill shall be made out for less time than one quarter, and to annex thereto a warrant for the collection thereof.

§ 4. The said common council of the city of Hudson shall appoint a collector or collectors for the purpose of collecting the rate bills, if any are made out by the board of superintendents; said collectors shall pay over the amount thus collected to the chamberlain of the city, subject to the order of the common council for payment of teachers' salaries, fuel and such other contingent expenses as the common council may ordain. Rate bills shall be made out and levied upon the parents or guardians of children sent to the district schools, in the manner provided by law in respect to school districts, except such as shall procure a certificate of inability to pay the same from the alderman or assistant alderman of the ward in which such parent or guardian resides.

§ 5. The said common council shall be authorized to borrow the sum of five thousand dollars for twenty years, at a rate of interest not exceeding six per cent. per annum, for the purpose of procuring suitable school houses for said city, with such appurtenances and improvements as may be deemed expedient.

§ 6. The Comptroller is hereby authorized to loan to the said city of Hudson, the sum of five thousand dollars, to be paid in twenty equal annual instalments, out of any moneys now or hereafter in the treasury of this state, belonging to the capital of the common school fund, on receiving from the chamberlain in behalf of said city, a bond conditioned from him as treasurer of said city and his successor in office, to repay the said sum in twenty equal annual instalments, together with the annual interest on said loan from the time it was made, at the rate of six per cent. per annum, and which bond said chamberlain is hereby authorized to make and execute.

§ 7. The common council of said city are hereby authorized to raise by tax upon the real and personal property of said city, in the same manner as the general taxes of said city are levied and collected, the annual interest of the above mentioned loan, and to pay over the same in discharge of such interest; and also in each

year in which an instalment of the above loan shall become due, to raise, levy and collect in the same manner, a sum equal to that instalment, and to pay over the same in discharge thereof, and the said common council shall also in the same manner raise, levy and collect such sum annually, not exceeding two hundred dollars, as may be necessary for repairs, furniture of said school buildings and contingent expenses.

§ 8. The supervisors of the county of Columbia, at their annual meeting in each year, shall cause a sum of money equal to four times the amount of money apportioned to the city of Hudson from the common school fund, together with the collector's fees, to be raised, levied and collected in the same manner as other taxes are raised, levied and collected, and when so raised, to be paid to the chamberlain for the support of common schools in said city.

§ 9. After the year one thousand eight hundred and forty-three, the common council shall have it in their power to reduce, if they deem it expedient, the above sum to twice the amount apportioned to the city of Hudson from the common school fund, and have recourse to the system of rate bills as adopted in the several towns in this state, to supply deficiencies.

§ 10. All the general laws of this state relating to common schools and their officers, except as the same are modified by this act, shall extend to and include the schools established under this act, and the commissioners, inspectors and other officers having charge thereof, or in any way connected therewith.

§ 11. All laws relating to the appointment of commissioners and inspectors of common schools in the city of Hudson, and the act entitled "An act to authorize the raising of money for the support of the Lancaster school of the city of Hudson," passed May 11, 1835, and all other acts which conflict with this act, are hereby repealed.

§ 12. This act shall take effect immediately.

### EXEMPTION OF INDIGENT PERSONS ON RATE BILLS.

By the 13th section of the act of May 26, 1841, it is provided that "the trustees of any school district may exempt any indigent person from the payment of the teacher's wages, either in part or wholly, and shall certify the amount of such exemption in any one quarter or term, and the same shall be a charge upon such district."

By the 14th section of the same act, it is provided that "when the trustees of any school district are required or authorized by law, or by vote of their district, to incur any expense for such district, and when any expenses incurred by them, are made by express provision of law a charge upon such district, they may raise the amount thereof by tax in the same manner as if the definite sum to be raised had been voted by a district meeting, and the same shall be collected and paid over in the same manner."

Trustees of districts in making out their rate bills, will hereafter proceed as follows:

1. They will first ascertain the amount due to the teacher, under his contract, for the quarter's services.

2. They will then apply so much of the public money as is applicable to the term, in diminution of such amount.

3. They will assess the balance upon each inhabitant who has sent to the school during the term, (including indigent persons,) according to the number of children and of days sent by each, as appears by the verified list kept by the teacher, under the 11th section of the aforesaid act.

4. They will then proceed to exempt, either wholly or in part, such indigent inhabitants as they may think proper from the payment of their proportions of such assessment, and certify the whole amount of such exemptions, and deliver the certificate thereof to the clerk of the district, to be kept by him.

5. They will then make out a rate bill against those exempted in part, for the balance remaining after such partial exemption, and against those not exempted either wholly or in part, for the collection of the amounts assessed against them respectively, and add their warrant, in the usual manner. Such warrants need not be under seal, and may be executed by the collector "in any other district or town, in the same manner, and with the like authority, as in the district for which he was chosen or appointed." § 23.

6. The trustees will collect the amount of exemptions, as certified by them, by a tax, which they are authorized to impose by the 14th section as above quoted, upon all the taxable inhabitants of the district, "in the same manner as if the definite sum to be raised had been voted by a district meeting." They may immediately proceed to impose this tax; or they may add the



amount to any tax thereafter imposed for district purposes, as may be most convenient. Where the amount of exemption is considerable, and the teacher is to be paid at once, a tax should be immediately assessed: but where the amount is inconsiderable, the trustees may advance the money, and add it to the tax list next made out by them, for district purposes.

Trustees should exercise a liberal discretion in making exemptions in behalf of indigent inhabitants, so that the charge for tuition shall in no case be burdensome; while, on the other hand, they should never allow the consideration of the trifling amount of the general tax for such exemption when levied upon the whole taxable property of the district, to tempt them into an unnecessary exercise of the powers confided to them.

JOHN C. SPENCER,  
Supt. Com. Schools.

## ANNUAL REPORT OF THE SUPERINTENDENT OF COMMON SCHOOLS.

[Continued.]

### TO THE LEGISLATURE OF THE STATE OF NEW-YORK.

#### 2. A statement of the sums received and collected during the year 1839, and an account of the expenditure thereof.

The following sums were raised during the year 1839, for the support of common schools, and for the purchase of district libraries:

Appropriated by the state, and distributed February 1, 1839,.....	\$275,000 00
Raised by boards of supervisors of the several counties, in the autumn of 1833, and distributed in March, 1839, under § 16 of the school act,.....	244,747 04
Raised by voluntary tax in towns, under section 5, Title 2, Chap. 11, Part I. of the Revised Statutes,.....	5,896 22
From local funds,.....	20,531 65
Balance in hands of commissioners,....	1,674 91
Under special statutes, in New-York,....	72,651 00
do do do in Brooklyn,.....	8,696 26
do do do in Albany,.....	3,556 40
do do do in Buffalo,.....	1,288 53
Total sum raised for 1839,.....	\$634,042 01

It will be perceived, that the sum raised by boards of supervisors is less than the amount apportioned by the State, by \$30,252.75; so that the whole sum received should have been \$664,294.77. There were seven counties which omitted to raise the additional sum required by the new apportionment, in 1833. They were called upon, under the provisions of the act, chap. 330, laws of 1839; and in the autumn of that year raised the amount deficient. But it was not collected and distributed until March, 1840, and will, therefore, appear in the accounts of that year.

In 1838 there was raised and received from all sources applicable only to the support of schools, \$374,411 61. Increase during the year 1839,..... 259,274 33. This increase arises from the appropriation by the State of \$165,000, from the income of the U. S. Deposit Fund, which was first distributed in 1839, and from the equivalent sum required to be raised by the supervisors of counties.

If the equivalent sum had been raised, and the other receipts had remained the same as in 1838, the increase would have been 130,000 dollars. The difference is to be accounted for,

1st, By the omission of the counties before mentioned, by which a deficiency was created of...	\$30,252 96
2nd, By the very great difference between the amounts raised by voluntary tax in towns, which, in 1838, was \$55,981 62 and in 1839,.....	5,896 22
	50,085 40

There was more raised in 1839 from permanent local funds. The large diminution in the amount of voluntary tax, is doubtless owing to the great increase of public money distributed during the year.

The whole amount reported as having been received and paid out by the commissioners, in 1839, was..... \$632,615 66

There was expended for contingencies, in the cities of Albany and Hudson,.....	1,007 60
Surplus,.....	62 68

Equal to amount received and collected, \$633,685 94

This surplus can be accounted for only by inaccuracies in the reports of trustees and commissioners, which it has been found impossible to correct, notwithstanding great efforts were made for the purpose. Of the above sum, received and distributed, there was paid, during 1839,

For teachers' wages,.....	\$535,429 79
The amount paid by individuals for the same purpose,.....	476,443 27

Whole amount paid to teachers in 1839, \$1,011,873 06

To ascertain the actual expense of maintaining the public schools, the following estimated amounts should be added:

Allowing \$200 as the average cost of the school-houses, one for each of the 10,397

reporting districts, gives a principal of \$2,079,400, which at 6 per cent. shows the annual interest of the money invested,.....	\$124,764 00
Books and stationery for 572,995 scholars, at \$1 each,.....	572,995 00
Fuel for 10,397 districts, at \$10 for each,.....	103,970 00
Fees of collectors, 5 per cent. on \$250,643 raised by tax,.....	12,532 00
Fees of collecting \$476,443 on rate bills, at 5 per cent.,.....	23,922 00
Repairs of school-houses, \$5 each,.....	51,985 00
Compensation of commissioners, five days each, \$1 per day,.....	12,390 00
Compensation of inspectors,.....	11,000 00

Total estimated expenses,..... \$913,458 00  
Add above amount actually expended,..... \$1,011,873 00

Shows an aggregate expenditure for the support of schools during the year 1839, of..... \$1,924,331 00  
Dividing the above sum by 572,995, the number of scholars, gives an average of the cost of instruction for each child of \$3.35.

The average compensation of teachers during the year 1839, estimated as usual, is \$12 per month for 8 months. Supposing females employed one-half the time at \$6 per month, the average wages of male teachers would be about \$18 per month.

The gradual increase of the rate of male teachers' wages for several years, is shown by the following table:

In 1831, the rate was.....	\$11 85 per month.
1832, do.....	11 22 do
1834, do.....	12 70 do
1835, do.....	12 90 do
1837, do.....	13 93 do
1838, do.....	16 50 do
1839, do.....	18 00 do

This very gratifying result shows that this meritorious class of our fellow citizens, who devote themselves to the business of teaching, are better appreciated, and are beginning to receive something like a compensation for services, the real value of which it would be difficult to estimate.

The steady and regular increase of teachers' wages, proves that qualifications for the employment and fidelity in its discharge will be remunerated, and should induce the young men of our State to make the business of teaching a permanent profession. Parents who have once had the opportunity of perceiving the effect upon the minds and habits of their children, produced by a really competent teacher, will never withhold the small additional sum required to secure such services. It is in the power of teachers themselves to insure a liberal compensation, by proving that they can render more than an equivalent. This proof will always be furnished to an anxious and affectionate parent, by the improvement of his child, not only in the branches of education in which he is instructed, but in the development of his mind, in the propriety of his conduct, and in his desire for knowledge. They can also obtain for their profession that consideration which is so essential to success, by showing themselves entitled to it from their attainments, their devotedness, and their good conduct. And parents should remember that the teacher whom they condemn, will be little regarded by their children, and that the moment a pupil loses that respect for his instructor which induces a submission of the unruly will to another, that moment his chance for improvement is gone.

The crowded state of all the other professions affords a still stronger inducement to those who are qualified, to enter upon this, where the harvest is rich and ripe, and the laborers few. And in this, as in every other employment, the highest reward will attend the highest qualifications and the faithful application of them. Among those rewards should be considered as not by any means the least, the consciousness of the inestimable benefits conferred upon those, to whose hands the destinies of the country are so soon to be confided.

#### III. ESTIMATES OF EXPENDITURES FOR THE ENSUING YEAR.

On the 1st of February, 1841, there will be distributed

The revenue of the Common School Fund,.....	\$120,000 00
The annual appropriation out of the income of the U. S. Deposit Fund,.....	165,000 00

\$285,000 00

An equal sum to be raised by supervisors of counties,.....	285,000 00
Income from local funds in particular towns,.....	20,000 00

Sums raised by voluntary taxes in towns, 5,000 00

Sums to be raised under special statutes in New-York,..... 72,650 00

do do do Brooklyn,.... 8,700 00

do do do Albany,..... 3,556 40

do do do Buffalo,..... 1,288 53

A sum equal to that paid by individuals in 1839, for teachers' wages,..... 476,000 00

A sum for maintaining schools equal to that in 1839,..... 904,000 00

Will make the total expenditure of 1841, \$2,661,194 93

#### IV. THE DEPARTMENTS FOR THE INSTRUCTION OF COMMON SCHOOL TEACHERS.

The departments in the various academies for this purpose, consist of two classes; one, of those established by the Regents of the University by virtue of chapter 140 of the laws of 1834, and for the support of which the Regents appropriate four hundred dollars annually, a sum supposed to be equal to the expense of maintaining the department. The second class consists of those to which a share of the Literature Fund, equal to seven hundred dollars per annum, is distributed for their ordinary support, and who are required by the Regents, pursuant to the 9th section of chapter 237 of the Laws of 1838, to establish and maintain departments for the instruction of common school teachers.

The following academies are in the first class:  
Montgomery Academy,..... Orange county.  
Kinderhook do..... Columbia do  
Washington do..... Washington do  
Fairfield do..... Herkimer do  
St. Lawrence do..... St. Lawrence do  
Oxford do..... Chenango do  
Canandaigua do..... Ontario do  
Middlebury do..... Genesee do

And the following are in the second class:  
Erasmus Hall Academy, Flatbush, Kings county.  
Amenia Seminary, Amenia, Dutchess co.  
Albany Female Academy, Albany city.  
Troy Female Academy, Troy city.  
Genesee Wesleyan Seminary, Lima, Livingston co.  
Cortland Academy, Homer, Cortland co.  
Ithaca Academy, Ithaca, Tompkins co.

Reports or communications have been received from all the above named institutions.

The following statement will exhibit the progress of these departments. In 1835 they were established, and the number of pupils has been annually as follows:

In 1835,.....	138
In 1836,.....	218
In 1837,.....	284
In 1838,.....	374
In 1839,.....	498
In 1840,.....	668

These numbers are far from indicating the aggregate of teachers prepared by these academies, as a large portion of those attending the classical department have been employed as schoolmasters.

Desirous of knowing the practical operation of these departments, two gentlemen of eminent ability and peculiar qualifications for the task, were, during the past year, appointed by the Superintendent to visit such academies as their time and convenience would permit, for the purpose of personally examining the departments established in them, and reporting their condition. Particular subjects of inquiry were indicated to them, and they were desired to make such suggestions to instructors and pupils, as they deemed expedient. These gentlemen were Professor Potter of Union College, and David H. Little, Esq. of Cherry-Valley, who generously devoted considerable time to the employment, and at their own expense visited several academies. Their reports are entitled to and will doubtless receive the most careful consideration. That of Professor Potter, himself an able and accomplished teacher, for many years a close observer of the actual operation of our system, and one of the most devoted friends of primary education, is more extended and contains many suggestions of a practical character for the benefit of instructors, and some profound and most valuable reflections upon the means of giving to our schools the greatest efficiency. Several improvements recommended by him, are within the competency of this department, and will be adopted, particularly those relating to the qualifications of pupils on entering the department, and the length of time they are to remain. Others are within the province of the Regents of the University.

The advantage of such inspections, to the institutions themselves, to the Legislature, to all officers connected with the system, and to the whole community, from the authentic and accurate information they impart, are most evident. And the Superintendent cannot too earnestly urge a legislative provision for defraying the expense of future visitations of the same character. There is as little propriety in asking, as there is reason for expecting, that such services will be permanently rendered gratuitously.

From all the information received, the Superintendent is convinced that there has been a decided improvement in these departments. The standard of instruction in their vicinity has been raised, the desire for competent instructors has increased, their wages have advanced, the demand for them has augmented, and a general influence in favor of primary education, of the most salutary character, has been diffused.

In the judgment of the Superintendent, these departments ought not to be abandoned, but should be sustained and encouraged, and the means for establishing a larger number in other academies, should be provided. They, with the other academies and with the colleges of the State, furnish the supply of teachers indispensable to the maintenance of our schools. And to withdraw from those seminaries which have incurred expenses in the establishment of these departments, the proffered aid which was the inducement to that expense, would be as unjust as it would be injurious.

Normal schools, which are so strongly urged by some, must after all be essentially like these departments and the academies in which they are established. There



must be a board of managers or trustees, teachers, a building, books and apparatus. These are already furnished by the existing academies; and there can be no intrinsic defect in them which should prevent their being made as useful as any normal schools. The change of name will not change the real nature of the institution. The sum of money which would be requisite to purchase ground, erect buildings for one normal school, and fit them for the purpose, would enable at least ten academies to maintain similar schools in buildings already prepared, and under managers already organized. The Superintendent does not mean to underrate those schools nor to depreciate the benevolent motives of those who recommend them. He acknowledges, and indeed earnestly urges, the inestimable value and absolute necessity of institutions in which our youth may be prepared for the business of teaching. But he would use the means we already have at hand for the purpose, without incurring what seems to him the needless expense of providing others of a similar character. He would respectfully recommend the extension of the public patronage to all the academies in the State, to enable them to establish teachers' departments; and in those counties where there are no academies, the establishment of normal schools. For the latter purpose, there might be a provision authorizing the boards of supervisors in such counties to raise the necessary sums to procure suitable grounds, and erect proper buildings; and upon their being completed, appropriating from the funds of the State a sufficient sum to employ competent teachers. The government of such institutions might be vested in trustees to be appointed by the supervisors; but they should be required to report to the Superintendent, and should be subject to the like regulations as now exist or may hereafter be made for similar departments in academies.

And the Superintendent would also respectfully renew the suggestion contained in his last annual report, to make it the interest of those who intend to become teachers, to avail themselves of these departments and schools, by a provision that a certificate of qualification given by the trustees should constitute the person receiving it a qualified teacher in the common schools of the State, without the necessity of any further certificate from the inspectors of a town; but that the latter might annul such certificate for conduct affecting the moral character of the person holding it, subject to the usual right of appeal to the Superintendent. Such certificates, from the greater confidence that would be reposed in their value, would confer decided advantages on the holders, particularly in the greater facility with which they would obtain employment. Thus, those engaged in the honorable duties of teachers, would be induced to make the business a permanent and steady profession; others would emulate their attainments; neighboring districts would not rest contented with inferior qualifications in their schoolmasters; a higher standard of instruction and a more just compensation would certainly follow.

One model school, or more, might be advantageously established in some central parts of the State, to which teachers and those intending to become such, might repair to acquire the best methods of conducting our common schools.

#### V. SCHOOL DISTRICT LIBRARIES.

The reports of the year 1839 are the first that have been made, of the results of the provision made by the act of 1838, for the purchase of district libraries. In that year, the money appropriated was first distributed, and first applied.

It appears that the number of volumes in the libraries on the 31st December, 1840, was 423,459, and that there had been received and expended during that year for the purchase of books, \$94,988.56; which gives as the average expense of each volume about 45 cents. From the information received at this office, it is believed that the selections have generally and almost universally been of useful and proper books. The three series published by the Messrs. Harper & Brothers, have been chiefly chosen, and it is believed that a better choice could not have been made. It is not to be expected that any collection of books will suit the taste of every individual. But the series referred to have been selected by competent persons for the express purpose of a district circulating library, and the unusual satisfaction they have given, is the best proof of the care which has been exercised. The subjects of the works were submitted to the Superintendent and approved by him; and although his duties would not allow an examination of their contents, yet the names of the persons consulted were communicated to him, and he invariably found that they were individuals whose characters justified the confidence reposed in them. Other collections have also been approved, upon application, or their defects pointed out. It was supposed that in this way an acceptable service might be rendered to trustees of districts, whose literary habits or want of time would not allow them to make selections adapted to the purpose. It is proper to remark, that the same enterprising publishers are preparing a fourth series, and that it is their intention to supply the increasing demand by the best works in the English language, at prices much less than books were ever before furnished in this country.

The largest number in any county, was in Oneida, where there were 16,127 volumes. But probably the largest number in proportion to population, was in Otsego, where there were 14,202. Onondaga, Genesee,

and Chautauque, have the next largest number, exceeding 13,000 in each.

It is impossible to contemplate the fruits already realized from this part of our system of public instruction, without the highest gratification. The circulation of half a million of valuable books, among our fellow citizens, without charge and without price, is a greater benefaction to our race than would be the collection in any one place of ten times the number of volumes. And when we reflect, that in five years there will be two millions of such books in free and constant circulation among those who most need them, and who are most unable to procure them, whose minds will thus be diverted from frivolous and injurious occupations, and employed upon the productions of the learned and wise of all ages, we shall find ourselves unable to set bounds to the mighty influences that will operate upon the moral and intellectual character of our State.

No philanthropist, no friend of his country and her glorious institutions, can contemplate these results, and the incalculable consequences they must produce, upon a population of nearly three millions of souls, without blessing a kind Providence for casting our lot where the cultivation and improvement of the human mind, are so eminently the object of legislative care, or without feeling that every citizen in his station is bound to forward the great work, until we are as intelligent as we are free.

It is with great pleasure that the Superintendent states to the Legislature, that the set of general regulations for the preservation of the libraries and the use of the books, framed pursuant to the directions of chap. 177 of the Laws of 1839, have in their operation fully answered their design; that the trustees of districts who anticipated difficulty in their execution, have become satisfied by experience, and that the whole system works advantageously to the districts in preserving their books and securing the use of them to all the inhabitants.

#### VI. PLANS FOR THE IMPROVEMENT AND MANAGEMENT OF THE COMMON SCHOOL FUND, AND THE BETTER ORGANIZATION OF THE COMMON SCHOOLS.

In respect to the management of the School Fund, the Superintendent is not aware of the necessity of any further provision, except in relation to the investment of the capital. There are in the Comptroller's office bonds given for three-fourths of the purchase money of the lands recently ceded by the Oneida Indians, and sold by the Surveyor-General, which would be valuable investments of the capital of the school moneys now in hand. And if a general authority should be given to the Comptroller and Superintendent to make such investments, the interest of the fund would be promoted. Considerable difficulty is experienced in finding securities of the undoubted character which is desirable among those to which the discretion of those officers is now limited. Of course the State stocks should be excepted from this remark. But in the opinion of the Superintendent, there are many and serious objections to investing any considerable amount of the common school capital in any canal or other stocks, by which the fund will become mingled with others of a wholly different character. The provision of the Constitution in setting apart moneys exclusively for the common schools to be perpetually appropriated to that object, might be defeated by thus indirectly applying them to other purposes. In creating a special fund, it must have contemplated something more than the general credit of the State, or the provision would be useless. For that general credit was already pledged, or could be by an ordinary act of the Legislature. For these and other reasons, the investments in State stocks have ever been very limited. The stocks of the cities, may be and have been used to some extent; but an obvious policy would prevent investing large amounts in them. By purchasing the bonds referred to, we should not only have a perfectly safe security, but would relieve the treasury from the advances which must necessarily be made, to enable the Oneida Indians who have sold their lands, to emigrate to their new homes.

In reference to the improvement of the common schools, the Superintendent has various suggestions to make. But he would observe that he cannot concur in the general and sweeping denunciations of our system, or of its practical operation, in which some of our fellow citizens indulge themselves. As remarked by the Superintendent in his report for 1839, "the ardor of reformation runs into exaggerated representations of the abuses which it aims to overthrow," and it may be added, that errors and omissions in the administration of a system, are more easily discovered and promulgated, than remedied. It is not difficult to theorize on the subject of education; every man feels competent to the task of forming systems that work admirably on paper. But the practical difficulties of a subject that requires the cooperation of the whole community, and depends almost entirely on public sentiment, can be appreciated only by those who have experienced them, or who have attentively considered them.

Public instruction, like every other institution of our country, depends on the voluntary action of the people. Laws may be passed and systems devised, but they will have no vitality until put in motion by those for whom and on whom they are to operate. Time is essential, not only to the full comprehension of any system on such a subject, but also to accommodate ourselves to its requirements and to form those habits which are necessary to its complete execution. And in the enterprise

of voluntary public instruction by a whole community, a generation may well be required to give it efficiency. Those who are impatient for that high degree of improvement which all hope will ultimately crown our efforts, incur the hazard of exciting despondency, when they overlook or depreciate what has been done, and represent the labor of twenty-five years as nugatory. Justice to the subject, as well as to those who have preceded us, requires that we should examine the authentic accounts of our progress and ascertain what it really has been. In 1815, returns were received from 2,631 districts, in which there were 140,706 children instructed. In 1840, 10,397 districts sent in their reports, showing that 572,995 children had attended their schools. In 1815, \$46,398 were paid from the treasury towards defraying the compensation of teachers; and in 1840, \$220,000 were paid from the same source for the same purpose. By a previous statement, it appears that the people have contributed in taxes for the support of schools,..... \$275,000 00 and that they have voluntarily paid in sustaining them,..... \$13,458 00

Making a total of ..... \$1,188,458 00 contributed by a population of 2,432,000, of whom probably not one-sixth were either taxed or in any way called on to share in these expenses. A people who have thus freely expended their money, and appropriated their private means for the education of their children to an amount nearly double the expense of administering the government, cannot with any truth or justice be said to be indifferent to the subject. And when we find 30,000 trustees of school districts gratuitously rendering their services, and making their returns with order, regularity and promptitude, we ought not to deny their appreciation of the value of the labor in which they engage, nor their merit in performing it. It is no slight proof of the value of a system which is thus administered without compulsion. Its fruits are seen in the education of one-fourth of our entire population, and of nearly every child of a proper age for the primary schools; in the advance of the wages paid to teachers—a clear indication that a higher degree of talent is employed and appreciated; and in the interest almost universally excited among our fellow citizens of every class in the success of our efforts.

Still, like every other human institution, it is susceptible of constant improvement. This is not to be accomplished by sudden changes, which derange the machinery, and which when effected will probably be found to require alteration; and least of all, by those schemes which are so comprehensive as to be incapable of practical execution. Amendments, when experience has indicated their necessity, may be gradually incorporated in the system without obstructing it. And the introduction of new elements, to aid, invigorate and sustain what we have, and in keeping with it, will be more likely to accomplish their purpose than if they were antagonistic to what is already established.

The great object of all our solicitude is the elevation of the standard of education. Although so many children are learning to read and write, and to cipher, yet with such means as are provided they ought to learn much more. How is this to be accomplished? In the opinion of the Superintendent, mainly by the action of public opinion, and to some, although a very limited extent, by legislation. The first requisite is the employment of teachers who can impart a greater amount and a higher degree of instruction. That such are to be found in our State no one can doubt. But they must be induced to present themselves by the same considerations which influence all men in their pursuits, the respectability of the employment and the certainty of adequate remuneration.

Both of these depend upon public sentiment. If the community be not awakened to a sense of the value and dignity of the vocation, and are not prepared to do it justice, no system of organization however perfect, and no amount of public beneficence expended on the schools, will call into action the requisite qualifications. Indeed, the bounty of government will retard, if it do not paralyze, those spontaneous efforts which spring from a conviction of their necessity. If the citizen supposes that the public treasury will provide the means of employing teachers, he will have no solicitude on the subject; and one of the great principles of human action implanted in the heart of man, that which places his affections where his treasure is, ceases to operate. He will abandon the care of the whole matter to those who have undertaken to provide for its expense. (To be continued.)

"Not far from two centuries ago, the Scottish Legislature enacted 'that a good and sufficient school shall be erected and maintained in every parish.' To these five little words, 'a good and sufficient school,' introduced into an act of parliament, not longer than a man's thumb, is Scotland indebted, at this day, for nearly every solid glory she possesses."

"Villainy that is vigilant, will be an overmatch for virtue, if she slumber at her post; and hence it is that a bad cause has often triumphed over a good one; for the partisans of the former, knowing that their cause will do nothing for them, have done every thing for their cause; whereas the friends of the latter are too apt to expect every thing from their cause, and to do nothing for themselves."



## DISTRICT SCHOOL JOURNAL.

FRANCIS DWIGHT, EDITOR.

ALBANY, SEPTEMBER 1, 1841.

## "SCHOOL HOUSES."

The reports of the visitors for 1839, present a sad picture of the general condition of our district school houses; very few being adapted to the wants, convenience, and improvement, of a well regulated school.— Their

## LOCATION

is frequently bad—oftentimes on or in the "crossing" of the roads, and exposed to the noise, dust, danger, and evil examples of the highway; sometimes, in bleak and unsheltered situations, perched on the top of some high hill, without a tree to break the blasts of winter; at others, half buried in the sand, and exposed to the concentrated radiation of the burning soil, or else, as in districts 10 and 21 of towns that shall be nameless, standing on the borders of a "stagnant, filthy, and unhealthy pool." In general there are no play grounds but the roads, and often no provision to protect the instinctive feelings of propriety and decency from debasing and gross violation.

In selecting the site of the school house, it would, in almost every case, be easy and inexpensive to avoid the most of these evils, and to substitute in their stead many salutary and refining influences. It is not the only, or the most important object, to find the geographical centre of the population, for it is not convenience alone in going to school, but the advantages the child will enjoy when there, that ought to be considered.— And how frequently a change of even a few rods in the location would afford nearly all the requisites of a good site. A healthful, quiet, pleasant spot, on the edge of some deep forest, or sheltered by a few broad spreading trees, with an ample play ground widening before it, and so far removed from the street as not to be annoyed by the noise of the passer by, and yet so near as to be easily accessible to all. We regret much that so little consideration has been given to this subject. Of the many hundred school houses we are familiar with in the state, many of which are built at considerable expense, and some of them well planned, there is hardly one that exhibits, in the choice of its site and the arrangements of its grounds, a due appreciation of the power of these influences on the comfort and prosperity of the school.

## SIZE.

They are generally small and low, without sufficient space for convenient study, writing, or recitation; or sufficient air, in our newer buildings, to sustain the healthful action of the system: as to the old school houses, too many of them have "eight windows and a thousand holes," to cause any anxiety on this score.

## LIGHT.

There is sometimes a want of light; but generally the school house is a perfect lantern, with cross lights streaming in on all sides with dazzling brightness, trying, and oftentimes injuring, the eyes of the children. Instead of filling three sides of a building with windows, occupying space that might much better be appropriated to black boards, maps, shelves, and library, we would recommend the arrangement proposed by Mr. Palmer, in the article in this paper from his admirable Teacher's Manual.

## FURNITURE.

There is seldom any convenient platform for recitations, where the class may be taught while the school is kept under the eye of the master. The desks may be found in every possible combination; sometimes attached to the walls, sometimes fronting from them, now facing the teacher, and anon turned from him; now single, and then stretching around three side of the room, but almost always badly adapted to the comfort and wants of the pupils. We have seldom been in a school room, without finding some of the little circle too wretchedly uncomfortable to give any attention to their duties. Nor is it strange that a school should be noisy, turbulent or backward, where the children are required to do

severe bodily penance, in order to maintain even the appearance of study and decorum. "Nothing but the fear of punishment or its constant application, can keep a live child still on such high, hard, and backless slabs as are provided in many district schools." The child's feet must rest flat on the floor; his back must be supported above the middle of the spine; and the desk should not be higher than the bend of the elbow, if we would have him study with comfort and without bodily injury.

We have thus briefly noticed the prominent defects in our school houses, for the purpose of drawing attention to the means devised for their remedy; intending

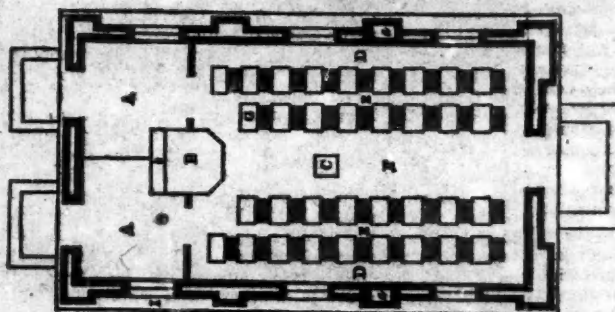
PLAN OF NEW SCHOOL HOUSE, DISTRICT NO. 6, WINDSOR, CONN.

Fig 1



Fig. 2.

Fig. 3.



Scale.



## EXPLANATION.

Figure 1. represents a perspective view of the front and one side.

Figure 2. represents the general arrangements of the interior.

Figure 3. represents an end view of one range of seats and desks, and sections of one seat.

The building stands 60 feet from the highway, near the centre of a dry, elevated, triangular shaped lot, which slopes a little to the south and east. Much the larger portion of the lot is in front, affording a pleasant play ground, while in the rear there is a wood shed, and other appropriate buildings, with a separate yard for boys and girls. The walls are of brick, and are hollow so as to save expense in securing the antae or pilasters and to prevent dampness. This building is 33 feet 6 inches long, 21 feet 8 inches wide, and 18 feet 9 inches high from the ground to the eaves, including 2 feet base for underpinning. The frieze and cornice are of wood.

The entries A, A, one for boys and the other for girls, are in the rear of the building, through the woodshed, which, with the yard, is also divided by a partition. Each entry is 7 feet 3 inches, by 9 feet 3 inches, and is supplied with a scraper and mat for the feet, and shelves and hooks for outer garments.

The school room is 24 feet 5 inches long, by 19 feet 4 inches wide, and 15 feet 6 inches high in the clear, allowing an area of 472 feet, including the recess for the teacher's platform, and an allowance of 200 cubic feet of air to a school of 36.

The teacher's platform B, is 5 feet 2 inches wide, by 6 feet deep, including 3 feet of recess, and 9 inches high. On it stands a table, the legs of which are set into the floor, so as to be firm, and at the same time moveable, in case the platform is needed for declamation or other exercises of the scholars. Back of the teacher is a range of shelves C, already supplied with a library of near 400 volumes, and a globe, outline maps, and other apparatus. On the top of the case is a clock. A black board, 5 feet by 4, is suspended on weights and

from time to time, to publish such plans as have been recommended and sanctioned by trial, in our sister states, and also those which shall be prepared specially for this Journal; together with full explanations of the different methods of ventilation, and the various arrangements and appurtenances of a good school room.

The following engraving we owe to the courtesy of Henry Barnard, Esq. Secretary of the Board of Education for the State of Connecticut, of whose devoted and successful labors in the cause of Common Schools, this is by no means a solitary illustration.

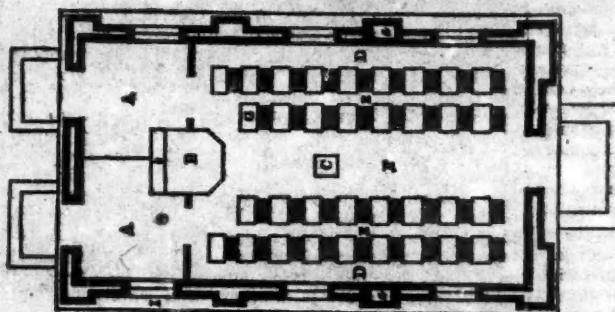
PLAN OF NEW SCHOOL HOUSE, DISTRICT NO. 6, WINDSOR, CONN.

Fig 1



Fig. 2.

Fig. 3.



Scale.



## EXPLANATION.

Figure 1. represents a perspective view of the front and one side.

Figure 2. represents the general arrangements of the interior.

Figure 3. represents an end view of one range of seats and desks, and sections of one seat.

The building stands 60 feet from the highway, near the centre of a dry, elevated, triangular shaped lot, which slopes a little to the south and east. Much the larger portion of the lot is in front, affording a pleasant play ground, while in the rear there is a wood shed, and other appropriate buildings, with a separate yard for boys and girls. The walls are of brick, and are hollow so as to save expense in securing the antae or pilasters and to prevent dampness. This building is 33 feet 6 inches long, 21 feet 8 inches wide, and 18 feet 9 inches high from the ground to the eaves, including 2 feet base for underpinning. The frieze and cornice are of wood.

The entries A, A, one for boys and the other for girls, are in the rear of the building, through the woodshed, which, with the yard, is also divided by a partition. Each entry is 7 feet 3 inches, by 9 feet 3 inches, and is supplied with a scraper and mat for the feet, and shelves and hooks for outer garments.

The school room is 24 feet 5 inches long, by 19 feet 4 inches wide, and 15 feet 6 inches high in the clear, allowing an area of 472 feet, including the recess for the teacher's platform, and an allowance of 200 cubic feet of air to a school of 36.

The teacher's platform B, is 5 feet 2 inches wide, by 6 feet deep, including 3 feet of recess, and 9 inches high. On it stands a table, the legs of which are set into the floor, so as to be firm, and at the same time moveable, in case the platform is needed for declamation or other exercises of the scholars. Back of the teacher is a range of shelves C, already supplied with a library of near 400 volumes, and a globe, outline maps, and other apparatus. On the top of the case is a clock. A black board, 5 feet by 4, is suspended on weights and

steadied by a groove on each end, so as to admit of being raised and lowered by the teacher, directly in front of the book case, and in full view of the whole school. At the bottom of the black board is a trough, to receive the chalk and the sponge, or soft cloth.

The passages D, D, are 2 feet wide and extend around the room.

E, E, are 13 inches, and allow of easy access to the seats and desks on either hand.

F, is 5 feet three inches, and in the centre stands an open stove C, the pipe of which goes into one of the flues G. The temperature is regulated by a thermometer.

The aisles E, E, and F, have a special reference to the doors.

Each pupil is provided with a desk G, and seat H, the front of the former constituting the back or support of the latter, which slopes 24 inches in 18. The seat also inclines a little from the edge. The seats vary in height, from 9 1/4 inches to 15, the youngest children occupying those nearest the platform. The desks are 2 feet long by 18 inches wide, with a shelf beneath for books, and a groove on the back side, a [Fig. 3.] to receive a slate, with which each desk is furnished by the district. The upper surface of the desk, except 8 inches of the most distant portion, slopes 1 inch in a foot and the edge is in the same perpendicular line with the front of the seat. The level portion of the desk has a groove running along the line of the slope, b [Fig. 3.] so as to prevent pencils and pens from rolling off, and an opening, c [Fig. 3.] to receive an ink-stand. These are of metal, and shaped like the section of a cone, and are covered by a metallic lid, they can be removed when not in use in a tin case with a shelf perforated with holes to receive the given number of ink-cones, to the case back of the teacher.

The windows I, three on the north and three on the south side, contain each 40 panes of 8 by 10 glass, are hung (both upper and lower sash) with weights, so as to admit of being raised or lowered conveniently. The sills are three feet from the floor. Those on the south



sides are to be provided with curtains or outside blinds. It would be better if the windows in a southern or western exposure were glazed with ground glass, which softens without obstructing the light.

The proper ventilation of the room is provided for by the lowering of the upper sash and by an opening 14 inches by 18, near the ceiling, into the flue *a*, which leads into the open air. This opening can be enlarged, diminished, or entirely closed by a shutter controlled by a cord. There should have been an opening near the floor into both the flues *a*, *c*, with an arrangement like the register of a furnace, so as to have reached the carbonic acid gas, which being heavier than atmospheric air, settles to the lowest place in the room. This, however, can be reached by opening the doors at the two extremes of the room, and allowing a current of pure air to sweep through like a broom, at the time of recess.

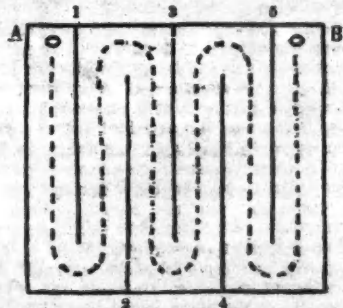
The sides of the room are ceiled all round with wood as high as the window sill, which, as well as the rest of the wood work of the interior, is painted to resemble oak.

#### CONSTRUCTION AND INTERNAL ARRANGEMENT OF SCHOOL HOUSES.

It would be impracticable to describe a school house which would serve as a model for every situation, and every kind of school. But some general principles may be laid down, which will easily admit of sufficient modification to suit every case.

In the first place, the building should be substantial, and constructed of the best materials. A good school-house adds to the value of every house and farm in the district, and that in a much greater ratio than the mere difference of expense between a good and a poor one. Brick or stone would be preferable, where easily to be procured; but, whatever be the material, let the building be thoroughly constructed. The form should be oblong, and if possible, one of the longer sides should front the south, this exposure being both warmer in winter, and cooler in summer, and affording better means for a steady light in the school room, as will be presently shown.

The underpinning of the school house should be stone and lime, to prevent the cold air affecting the floor, so as to chill the children's feet. The walls of the school-room, should not be less than ten feet high, to prevent injury to the health in cold weather, when the room is shut up, from re-breathing the same air. With the same view, there should be a constant supply of warm air flowing into the room, which may easily be thus obtained. Let there be a double bottom to the stove, the lower fitting closely to the upper by the four edges, and by the flanges, marked, 1, 2, 3, 4, 5. Let there be two openings in the back part of the plate; the one at *A*,



communicating with the outward air, by a pipe, which passes through the floor, and thence through the south wall; the one at *B*, communicating with the school-room. From the above figure, it will be perceived, that the outward air, entering at *A*, will pass six times lengthwise, across the hearth of the stove, before it passes into the room at *B*. It will thus be sufficiently warmed, and yet, being protected by the ashes, from the great heat to which the sides of the stove are exposed, it will not be burned, i. e. deprived of its oxygen, and thus rendered unfit for respiration, as air heated in furnaces commonly is, in a greater or less degree. By coming out at the back part, it will not be liable to be drawn in at the door of the stove. There will thus be a continual interchange of fresh, warm air, for the fouler air passing into the stove to supply the draft. The heat of this air, should not be greater than is pleasant to the hand, being regulated, reciprocally, by the quantity of ashes in the stove, and directly, by the intensity of the fire. Such a stove-plate as has been described, might be procured at any furnace. Where it cannot be had, its place might be supplied, in some degree, by removing the legs of the stove, and placing it on a small chamber of brick, furnished with openings and tube, as described above. But this, although better than receiving cold air through every crack and crevice, as at present, would be vastly inferior to the double-bottomed stove.

As a stove dries as well as heats the air, there should always be an iron basin of water standing on it, as a counteraction.

The floor of the room should be horizontal, there being some disadvantages, and no advantages, in the amphitheatrical form, if the teacher's seat be raised so as to command a view of the whole room.

The arrangement of the seats, for pupils and teachers, should be as follows: Across each end of the school

room there should be an open space of eight or ten feet, and along the north and south walls, a space of three feet. Inside of these spaces, the desks and seats for the scholars should be placed, in parallel lines, lengthwise of the room, with aisles between, never having more than two children at a desk. One would be better. The aisles should be eighteen inches wide, if there be only one child for each desk; three feet, if there be two. The allowance of desk room, for each pupil, should not be less than eighteen inches; two feet would be better. The front of the desks may form the backs of the seats. These backs should slope a little backwards. The seats should be a foot in width, not perfectly level, but a little lower behind. The edge of the desk should be at such a distance from the seat, as to allow those who write, to lean a little over their slate or paper, without bending the neck or body. The desks should not be less than eighteen inches wide. That part of the top, furthest from the scholar, should be level, for three or four inches; the residue, with a slight inclination, say an inch and a half in a foot. There should be a shelf under the desk, for books and slates; or the desk may be a box, with a cover hung on hinges for a lid. Into the horizontal part of the desk, the inkstands may be let: so loosely, however, as to allow of their being taken out to be filled; and so deep, that their tops will be on a level with the desks. They may be covered with a metallic lid, resembling a button, to rise or fall; or, which is better, with a common slide, or with a flat, circular piece of pewter, having a stem projecting on one side, like the stem of a watch, through which a nail or screw may be driven, not tightly, but so that the cover may be made to slide over or off the orifice of the inkstand, on the nail or screw, as a hinge.

The height of the seats should be ascertained, by the builder calling in children of different ages, to try them, before they are finally fixed, placing the younger in front.

Across that end of the room furthest from the door, there should be a platform four feet wide, about sixteen inches above the floor, in the middle of which should be placed the teacher's desk, with a moveable chair. Along the whole wall behind the teacher, should be cases for the library and apparatus, and also for the proper arrangement of the botanical and mineralogical specimens, to be collected by the whole school. Behind the teacher's chair, the work of the cases, for about six feet, should be plain, to serve as a large blackboard; the rest may be of panelled work. The stove should stand in the middle of the space, at the opposite end of the room. The backs of the seats next the stove, should be high enough to protect the heads of their occupants from the heat.

If the room be properly finished, it will be sufficiently warmed by the stove itself, and the supply of heated air. Near the stove, should be a pail and tin cup; and if there be no house or spring near, a pump should be placed near the door. As the children, while at play, frequently soil their face and hands, economy, as it regards their books, and a decent regard for cleanly habits, point out the propriety of a basin and towel. At this end of the room, there should be a moveable blackboard about three feet square.

A clock would be a desirable article, in a conspicuous part of the school room, within view of the teacher's desk. If it struck the quarters, so much the better.

It will have been observed, that, one end of the building being occupied by cases, and the other covered by the wood house, the room can be lighted only from the two sides. This arrangement was intentional, being considered superior to that of lighting the room from all sides. Cross-lights are extremely prejudicial to the eye; and a window behind the teacher would only prevent the pupils from seeing his countenance distinctly, without being of material use to him. If the house has been placed in the best position, namely, with one of its sides facing the south, the light will be only from the north and south, the former being the steadiest possible, and the latter can be made nearly so, by white cotton curtains, or Venetian blinds. Should curtains be preferred, care should be taken completely to exclude the sunshine, as a narrow streak of light is more prejudicial than a broad beam. The teacher should always have an eye to this difficulty. If the sunshine be permanently excluded from the room, it is believed, that it will never be found necessary to raise the south windows for air, at all; but, should this not be the case, some plan of fixing the curtains may easily be adopted, that will prevent their being blown aside, and to keep the glare from the scholars' desks. Pegs should be fixed to the two sides, and to the stove end of the room, for hanging the hats and cloaks. These should be numbered, and every scholar should know his number, which should be fixed at the opening of the school.

As a blank wall at the end of the building would be rather unsightly, it will be proper to have false windows outside, unless the district be sufficiently liberal to allow a Doric portico, which will render them unnecessary. At all events, there should be a small cupola, and a bell, which should be rung by a monitor, appointed weekly by the teacher. There should be a mat inside and a scraper outside, of the inner door, that is, the door from the wood house. Should the number of pupils be fifty or more, an assistant teacher would be found useful; and a recitation room might be fitted up in the corner of the wood house, next the school room. Should the number amount to eighty, or more, two as-

sistants would be found more profitable than dividing the district; and, as two recitation rooms would be required, they might easily be fitted up in the upper part of the wood house.

If the highway should pass the school in a northerly direction, the gable or portico would form the front of the school house. If it ran westwardly, the north or south side of the building would be the front. But the road might pass in either direction, but between the two. In this case, the advantages of the most favorable mode of lighting the school room, and the most pleasant exposure, both for summer and winter, must be sacrificed to appearance, or the building put far enough back in the lot, to obviate the awkward appearance it would present, standing neither perpendicular nor parallel to the road. In such a case the advantages and disadvantages should be maturely considered, and care taken not to sacrifice too much to mere appearance.—*Teacher's Manual*.

[For the District School Journal.]

#### PHYSICAL EDUCATION.

BY S. S. RANDALL.

The foundations of education, to be permanent and durable, must consist in a systematic, thorough and judicious invigoration, of the physical constitution. Nothing short of a miracle can present us with a sound mind, unaccompanied by a sound body. We may develop to a preternatural activity the intellectual faculties of our children; and by a species of hot-house discipline be able to exhibit to the wondering gaze of our friends, a youthful prodigy of genius and talent. But the bitter experience of many an agonized and bereaved parent has demonstrated that triumphs like these are brief, and too dearly bought. Exhausted nature soon asserts its supremacy, and vindicates its violated laws. The over-taxed brain gives way before the unnatural supply of nervous energy which has been forced to it, and a premature grave claims the victim of a misdirected education. Instead of encouraging, it is the part of true wisdom studiously to repress the undue manifestations of intellectual power, at an age when the physical organs have not yet attained that consistency, strength, durability and harmony, which can alone fit them for coöperating with the mind in its onward and upward progress.

Sound education consists in a judicious, enlightened, and systematic development of the entire constitution of our nature—physical, intellectual and moral. Its object is to fit us for the discharge of all the duties incumbent upon us as social, rational and accountable beings, for the enjoyment of happiness, and for the cultivation and advancement of our moral and religious faculties. It is therefore essentially requisite that an accurate knowledge of the human mind, in all its relations, connections and dependencies, so far as such knowledge is within our reach, be attained. We are not called upon to speculate as to the abstract nature and essence of mind, its materiality or immateriality; for these are questions incapable of solution by any powers conferred upon or known to us; nor are they in any manner essential to the right exercise of those which are conferred. So far as the present life is concerned, the Creator in his wisdom has seen fit indissolubly to connect the manifestations and operations of the mind with its material physical organs, and to make the former dependent for its vigor, strength and fitness to perform its various functions, upon the sound condition of the latter. To become acquainted with the laws by which the economy of our nature is adapted to the external circumstances which surround us—by virtue of which health and consequent enjoyment result from an observance of the conditions affixed to our organic constitutions—and disease, debility, and consequent misery, from a violation of those conditions—we must familiarize ourselves with the instructive lessons of physiology, as expounded theoretically and practically by those who possess the requisite capacity and experience in this important department of knowledge. We may not, it is true, by the most strict conformity to the laws thus deduced, be able wholly to avert the ravages of disease, or to obtain an entire exemption from the physical ills incident to humanity. Were we even at liberty to conceive of such an advancement in knowledge and science, at any future period of the race, as should enable us to cope with the pestilence in its desolating influences, or with the elements in their wildest fury—or to grapple with and overcome those innumerable messengers of disease which now steal upon us, when least expected, and against which no human skill or prescience avails—that period is undoubtedly far remote. There are disturbing influences in the air we breathe—in the earth upon which we tread—in all the elements, in short, which surround us; there are disturbing influences in the very blood which courses through our veins, and in the constitution of our physical and mental organs, which no human power known to us can wholly neutralize or command. But it is much, very much, to know and to understand the fixed laws impressed upon our nature by the hand of omnipotent wisdom and benevolence; to be able, so far as in us lies, to guard against their infringement, to carry out their design, and thus secure a comparative exemption from those debilitating influences which make up so great a portion of the cup of human wretchedness. It is much to understand and appreciate the intimate con-



nection between bodily health and mental efficiency—a connection which has been too long and too systematically disregarded. It is much to be able to dissipate the deplorable ignorance which has consigned to a premature grave so many highly gifted minds upon whom the fondest hopes of the domestic and social circle hung, and around whom clustered the most sanguine expectations for the future. It is much to substitute for the forbidding and destructive system of precocious mental culture with which we have heretofore been so generally met at the very portals of knowledge and education, the pleasing and unrestrained exercise of those muscular functions whose activity in the spring tide of life it is impossible wholly to repress, and the gratification of that insatiable thirst for instruction and information in the countless phenomena of nature, which is so apparent in the young mind.

For a full and satisfactory exposition of this great subject, we refer to "The Principles of Physiology, applied to the preservation of health, and to the improvement of physical and mental education," by ARDREW COMBE, M.D., of Edinburgh, a work now to be found in almost every school district; and which can hardly be too highly commended to the student and to the instructors of our common schools and higher institutions of learning. The objects of the science,—for science it may well be called,—the usefulness of physiological knowledge, especially during the plastic season of youth—the deplorable results, constantly manifested, of ignorance and neglect in this important particular; and an interesting exposition of the structure and uses of the most important organs of the body, are presented in a simple, intelligent and captivating form; while an appeal is invariably made to nature in support of the principles laid down, instead of resting upon any less comprehensive and more unsatisfactory hypothesis. No system of education can be perfect which is not based on an enlightened acquaintance with the science discussed in these attractive papers. None is worthy of the name which does not keep its great truths constantly in view; and its philanthropist, no friend to humanity, and no individual who desires to ameliorate and to elevate the physical as well as the mental and moral condition of the race, will withhold his influence and exertions to disseminate its principles wherever the great work of education is progressing. Ignorance of the elementary principles which regulate the physical well-being of our common nature is no longer excusable in those who undertake the task of instruction; and especially is it the duty and the interest of parents to familiarize themselves with a subject, a correct knowledge of which is of such surpassing importance to the happiness and welfare of those to whom, as they have given existence, so they are bound to render that existence, as far as rests with them, a source of enjoyment, advancement, and mental purity.

#### EDUCATION AND CRIME.

BY ALONZO POTTER.

What has been the practical effect of the system of public instruction established in this state? About twenty-five years have elapsed since this system first went into operation. Under its auspices a new generation of men and women have come forward, and those of us who are old enough to compare them with their predecessors, can judge whether they have less reverence for the institutions of religion, or less faith in its principles. The fact that the number of churches and clergymen of every denomination is increasing more rapidly than the population (and that such is the fact might easily be made apparent if your space allowed,) proves that the proportion of those who conformed outwardly to Christianity has increased. It is not alleged that this increase is to be attributed exclusively, or even principally to our day schools; but merely that it is inconsistent with the idea sometimes advanced that the instruction in those schools is essentially infidel, and is also evidence that that instruction has promoted rather than obstructed the faith and virtue of the people. This, however, will become much more obvious if we consider the statistics of crime.

It is often affirmed, that notwithstanding the extension of the means of education, crime is rapidly increasing. On this point I would remark, first, that so far as our own state is concerned, the returns of criminal convictions annually made to the office of the Secretary of State shew that the increase of crimes of every description within the last ten years, is not greater than the increase of population, even on the supposition, by no means probable, that the returns were as full and complete when first required, ten years since, as they are at present. Secondly, This increase of crime would have been much less, but for the unusual influx of foreigners within the last few years. Dr. Julius states as the result of a laborious examination of all the principal prisons in the United States, that about one-third of the convicts are foreigners. The returns in this state shew that with us, the proportion is even larger, being in some years nearly one-half. Thirdly, before this increase of crime could, under any circumstances, be ascribed with plausibility to an increase of education—for this is gravely maintained by some persons—it would be necessary to shew that those offences have multiplied fastest, which, in their conception and perpetration, require the greatest knowledge and forethought. The facts, however, are remarkably the reverse. In

this state, as appears, by the last annual report of the Secretary of State on criminal convictions, the crimes of forgery, perjury, burglary, &c., which imply skill and knowledge, have been diminishing, while those which are the concomitants of ignorance and mental debasement have increased. To the same effect is the experience of other states. Says the Chaplain of the Connecticut State Prison in a late report, "that knowledge is not very frequently used as an instrument in the commission of crime, may be presumed from the fact that of the 66 committed to this prison last year, the crimes of only four were of such a nature as to require for their commission, ability either to read or write." The directors of the Ohio Penitentiary state, that "it is an erroneous impression that the convicts are intelligent, shrewd men, whose minds have been perverted to vice, rather than blunders into low and vicious habits, and ultimately into the commission of crime from idleness, ignorance, and opacity of mental vision. It will be seen that nearly the whole number of convicts are below mediocrity in point of information; and, indeed, our inquiries and observations have long since fully satisfied us, that not only in our own prison, but in others which we have visited or inquired after, depraved appetites, and corrupt habits, which have led to the commission of crime, are usually found with the ignorant, uninformed, and duller part of mankind. Of the 276, nearly all are below mediocrity, 175 are grossly ignorant, and in point of education scarcely capable of transacting the ordinary business of life." Is it not a question for grave reflection, how far society after thus suffering individuals to grow up in ignorance and incapacity, retains, in respect to them, the right of inflicting punishment?

Fourthly, To shew, however, still more clearly that education, instead of being responsible for any portion of this increase of crime, is directly and greatly calculated to arrest it, I would place in juxtaposition, and ask attention to two facts, which seem to me alike conclusive and striking.

1. It appears by the late census that there are but 43,000 white adults in this state who are unable to read and write. If to this number we add one-half of the whole colored population of the state, as suffering from a like inability, and make a large allowance for children old enough to commit crime, yet without education we shall get a total of about 83,000; i. e. about 1-29th of the whole population of the state, who cannot read and write. If, then, education has no tendency to diminish crime, so that a person after having enjoyed its advantages is as likely to commit crime as the ignorant, we should expect, on examining the records of our courts and prisons, to find the same proportion between the instructed and uninstructed among convicts, as among the whole population. In other words we should expect to find 28 convicts able to read and write to every one unable to do so. Now what is the fact?

2. If we take the whole number of convictions in this state, for the last two years, in courts of record and at special sessions, we find not 1 in 29 who is unable to read, but 1 in 2; shewing that the tendency to crime among the ignorant, is fourteen and a half times greater than it ought to be on the supposition that education has no tendency to diminish it. An examination of the Auburn prison, made something more than a year ago, gave out of 244 prisoners, but 59 who could read well, and but 39 who could read and write. In the Connecticut State Prison, but about one half of the convicts when committed, knew how to write. In the New Penitentiary of Philadelphia, out of 217 prisoners received during the year 1835, but 85 could read and write; and most of these could do either in but a very imperfect manner. Facts of this kind might be adduced to almost any extent. By shewing that the proportion of uneducated convicts is invariably so much greater than the proportion of uneducated inhabitants; they seem to me to demonstrate, that ignorance is one of the great high-ways to crime, and that in proportion as men are left without instruction, in that proportion they are likely to become convicts.

In a future number I may resume this subject for the purpose of comparing the state of Education and Crime in various countries of Europe; and more especially for the purpose of examining certain results of M. Guerry in his "Moral Statistics," which seem to be at variance with the views presented in this paper.—Northern Light.

#### A SCHOOL FOR TEACHERS.

The Rev. Francis L. Hawks, D. D. has a very flourishing school for boys at Flushing, Long Island, in which an admirable course of systematic instruction is given by a large number of very able assistants, under his immediate direction. Anxious to promote the great cause of education in the most effectual mode, he proposes to receive in his school, young men, for the purpose of training them as teachers for common schools, and to afford them all the advantages it offers gratuitously. The following extracts from his circular explain his objects, and the advantages offered. It is presumed there are very few in this state unacquainted with the character and qualifications of Dr. Hawks. It is to be hoped that young men, desirous of being thoroughly qualified

for one of the most honorable and useful professions in life, will eagerly embrace the opportunity afforded them by this generous and disinterested offer.

"One other subject remains to be presented, and the outline of the present plan of the institution will then be before the reader. A part of the proprietor's object, in his undertaking, was to furnish his humble aid in the establishment of what is greatly needed, viz. places for the proper training of teachers for the Common Schools of our country. He has not the presumption to suppose that he alone can effect a great deal, but individual effort, judiciously directed, may do something, and his wish is, therefore, to furnish at least a place where the effort may be made to train teachers. The humble beginning may perchance move others to such action as will terminate in important and beneficial results to the country. No mere theoretical teaching will suffice to make a good instructor; the theory must be reduced to practice, and for this purpose a well ordered school must be at hand. The proprietor hopes to possess this necessary auxiliary, and is therefore anxious as far as possible to make it useful to those about to embark in the work of instruction."

"Those who design to be teachers and are disposed to avail themselves of such opportunities for training, as the institution may afford, are invited to do so. All that is required of them is to defray the expenses of their own support, which they may do at a moderate rate in the village, and to produce on applying, a satisfactory certificate as to moral character. They will have daily access to the institution, with the privilege of hearing such lectures as are designed for their instruction."

#### MORAL EDUCATION.

"Can the Ethiopian change his skin? or the leopard his spots? Then may ye also do good, who have been accustomed to do evil."

"Train up a child in the way he should go, and, when he is old, he will not depart from it."

We have already had occasion to notice and lament the want of moral education in our primary schools; a deficiency which some have attempted to justify, from the great variety of religious faith and modes of worship existing in the community, and the danger of converting the schools into an engine of religious proselytism. But surely this is a reason which will not stand the test of examination. Because one branch of moral duty, (that which relates to religious doctrine) is properly rejected, on account of this peculiarity in the state of society, does it follow that every species of moral training must be excluded? Does not this circumstance rather enhance the necessity of a peculiar attention to that part of moral instruction to which no such objection can apply? Is there not an extensive field, which may be regarded as common ground, in respect to which every portion of society, whatever be their religious belief, are perfectly agreed? Is there is any parent, who does not desire his child to be trained to the practice of virtue, and to the avoidance of every vicious habit? that he should be inspired with veneration, gratitude, and love, to God? that he should be honest, faithful, humane, and gentle; obedient to his parents, true to his word? that he should possess moral courage and self-control? industry, perseverance, economy, and temperance; patience, fortitude, magnanimity, and cheerfulness? Surely not. On these, and such like points, we shall meet with perfect unanimity.

The force of these considerations is much increased by the reflection, that moral training, to be effectual, must be commenced in early youth. And here we have once more to lament the same fundamental error, so repeatedly noticed in our review of intellectual education, the adoption of a wrong course in the first steps. Thus, while some would frighten children into goodness, or place morality on an equally false foundation, others would leave youth almost without instruction, in the delusive hope, that experience will teach wisdom, that they will know better as they advance in life. But, alas! what then availeth knowledge? In a state of innocence, knowledge is all in all. But, when the mind has become accustomed to guilt, which makes its approaches, perhaps, in the guise of pardonable frailties, rising, by slow degrees, into blacker and blacker shades of vice; at first, attacking only occasionally, and finally becoming settled, by habit, into a part of man's very nature; when the passions, hitherto dormant, are gradually awakened, and, from the total want of resistance, are enabled to fix their roots deep in the soul; then mere knowledge is powerless. In this state of mind, hardly any thing short of miraculous power will restore man to the state of child-like innocence from which he has departed.

If, then, we would renovate society, we must not wait for the maturity of reason, and then expect to root out evil habits that have grown with our growth and strengthened with our strength. It is from the beginning of vice that we must be saved, if we would be saved from vice itself. The conscience must be developed on the first dawning of reason; it must be cultivated and strengthened by constant appeals to its jurisdiction; and a habit must be acquired, of listening to, and following, its monitions.

If these views be correct, our course, here, is plain and obvious. First, we should exclude every subject, having the slightest reference to religious faith or modes of worship, confining ourselves, exclusively, to those topics which will unequivocally command the assent and



approbation of all. And, secondly, we should point out the best mode of developing the moral faculties of children, of strengthening their good habits, and repressing those which tend to evil. Towards these important ends, then, should our most zealous endeavors be directed; and, though our weak efforts may not be able to accomplish much, we shall have reason to be well satisfied, if we can only make a beginning in the right course.—*Teachers' Manual.*

Are not the following observations on this momentous subject, though intended for another meridian, applicable to the condition of our schools?

"What is the nature of the education of the humbler classes, which is extending in England, and has been so long established in Scotland? Is it of a kind to impart useful, practical knowledge for resource in life? Does it communicate to the pupil any light on the important subject of his own nature and place in creation; on the conditions of his physical welfare, and his intellectual and moral happiness? Does it above all, make an attempt to regulate his passions, and train and exercise his moral feelings, to prevent his prejudices, suspicions, envying, self-conceit, vanity, impracticability, destructiveness, cruelty, and sensuality? Alas! No. It teaches him to read, write, and cipher, and leaves him to pick up all the rest as he may. It forms an instructive example of the sedative effects of established habits of thinking, that our ancestors and ourselves have so contentedly held this to be education, or the shadow of it, for any rank of society. Reading, writing, and ciphering, are mere instruments; when attained, as they rarely or never are, after all, by the working class, to a reasonable perfection, they leave the pupil exactly where he would find himself, were we to put tools in his hands, the use of which, however, he must learn as he may. We know well, that he will be much more prone to misapply his tools, and to cut himself with them, than to use them aright. So it is with his reading; for, really, any writing and accounting of this class, even the most respectable of them, scarcely deserve the name, and may be here put out of the account. Reading consists in the recognition of printed characters, arranged into syllables and words. With this most abstract accomplishment may coexist unregulated propensities, selfish passions, sensual appetites, filthy and intemperate habits, profound intellectual darkness, and moral debasement; all adhering to a man as closely after, as before, he could read; and, be it marked, these qualities will give their bias to his future voluntary reading, and assuredly degrade and vitiate its character; it will tend to strengthen his prejudices, deepen his superstitions, flatter his passions, and excite his animal appetites. Well is all this known to the agitator, the quack, and the corrupter. They know that the mere manual laborer can read; but they know, as well, that he is incapable of thinking, or detecting their impositions, if they only flatter his passions. No just views of life have ever been given him; no practical knowledge of his actual position in the social system. We are always told that the majority of criminals cannot read, as if the mere faculty of reading would have diminished the number of criminals. This is a great delusion. For the reasons I have stated, mere reading might have increased the number of criminals; it would be quite ineffective in diminishing them. But, if the investigation had gone the length of ascertaining with which of the criminals had an attempt at moral training and useful knowledge ever been made, we should have found that column of the table a blank, and something like cause and effect would begin to dawn upon us. It is needless to pursue so obvious a matter further."—*Simpson, on Popular Education.*

#### CONVERSATION ON EDUCATION.

##### GRAMMAR.

Mrs. S.—In order to explain your method of education to me more clearly, may I ask you to send for one of your children? I shall then have a practical illustration of your mode of teaching.

Mrs. E.—With pleasure; you shall see my youngest boy directly. I will fetch him.

Mrs. E. soon returned, bringing little Edward, who was about three years old.

Now, Edward, said she, run and fetch mamma your stool. Show me what you can do with it.

Ed.—I can set it down, mamma, and lift it up.

Mrs. E.—So you can! Do something more with it.

Ed.—Look, mamma, I can push it away, and then pull it back again.

Mrs. E.—And can you do any thing else with it?

Ed.—O yes, drag it after me, and turn it over.

Mrs. E.—Well done, Edward; now think of something more to do with it.

Ed.—May I throw it mamma?

Mrs. E.—No, Edward, something more gentle than throwing.

Ed.—Oh! see how it goes along the floor.

Mrs. E.—What do you call that?

Ed.—I don't know, mamma.

Mrs. E.—Sliding it, my dear; what are you doing with it now?

Ed.—Carrying it in my right hand; I can carry it in my left, and then in both hands.

Mrs. E.—Can you put it now where else but in your hands, Edward?

Ed.—Yes, I can carry it, like the milk woman, on my head; and I can put it under my feet.

Mrs. E.—Can you put it in any other way than it is now?

Ed.—I will try, I can turn it on its side, and on its end.

Mrs. E.—How are you holding it now, my dear?

Ed.—Slipping. And now I am putting it against your chair, mamma.

Mrs. E.—That is called leaning it.

Mrs. S.—I admire this lesson exceedingly.

Mrs. E.—You see that the child has comprehended the meaning of the terms, by his having performed the actions they express; and though he knows nothing of the name of "an active verb," yet he knows the thing, which is far more important.

Mrs. S.—Would it not have been as well if you had told him to lift the stool or do any thing else with it?

Mrs. E.—By no means;—I should merely then have made him go through a set of exercises; but in asking him what can you do with it? I have called forth reflection. A child quickly acquires language for himself in the daily intercourse of life; but if, after he has performed an action, he wants words by which to express it, you may then give them to him.

Mrs. S.—I understand the distinction, and feel the force of it. But how would you proceed in making him acquainted with the other parts of speech?

Mrs. E.—Not very systematically, perhaps; but shall we try the prepositions, without telling him that long word, which has frightened so many poor children?

Mrs. S.—Pray do.

Mrs. E.—Now, Edward, jump up, and bring your stool to me. Where are you holding it?

Ed.—Between my hands, mamma.

MAM.—Put your hands somewhere else, and tell me where they are.

Ed.—They are over it now.

Mrs. E.—Change their place again, and tell me where they are.

Ed.—Under it, mamma.

Mrs. E.—Can you put them in any other way, my dear?

Ed.—Yes, both behind it, and before it.

Mrs. E.—And where are they now, Edward?

Ed.—Near it, mamma; and now they are far from it.

Mrs. E.—Right, my dear; that will do.

Mrs. S.—Your plan of teaching grammar makes that an amusement, which is generally the most irksome occupation.

Mrs. E.—Yes, I find it does so; I need scarcely point out to you how easily you may teach the adverbs in the same mode, by connecting them with an action done quickly, slowly, gently, suddenly, violently, and so on.—*Aids to Development.*

#### CHARITY SCHOOLS OF MILAN.

[From Miss Sedgwick's new work, "Letters from Abroad."] We regret that Miss SEDGWICK has only given us a

glimpse of the condition of these Italian schools. But her sketch, however rapid, will be read by all with pleasure; and may, perchance, lead some to inquire, whether the district schools in which the children of our prosperous citizens are taught, are as distinguished for neatness, order, and comfort, as the charity schools of Milan.

Count C—I came again to-day to lionize us, and we went forth in spite of the rain, for we have not time to wait till the waters "abate from the face of the earth." Will you not like, my dear C., to hear something of the charitable institutions of Milan, and to know that this work of Christian love is well done here?

We drove first to the institution for female orphans. This was founded in the fifteenth century by one of the Borromeo family, a cousin of St. Charles. The building is spacious, built, as I believe all the large habitations are here, around a court, and with broad porticoes on the four sides, where the girls can have plenty of free exercise when the bad weather keeps them from their garden. Their garden is even now, on the heels of winter, beautiful; the grapes still in leaf, roses in bloom, and the foliage not more faded than ours is towards the last of September. The establishment is well endowed. The girls are received from the age of seven to ten, and retained till they are eighteen. They are instructed in reading, writing, ciphering, composition, and in female handicraft. They excel in embroidery. We saw most delicate work in progress for royal trousseaux. When the girls leave the institution, if they are not so fortunate as to get husbands at once—not a rare occurrence, the matron told us—they are placed as domestics or in shops. We saw them in their long work-room, with the picture of the Virgin Mary at one end of it (that holiest image of love to a Catholic eye), ranged on each side of the table, with their work-baskets, cushions, and the implements of their art, in the neatest order; some were making garments, the most accomplished embroidering, and the youngest at plain sewing or knitting. There is a little pulpit half way up the room, from which one of the girls reads prayers daily, and occasionally a book of devotion. Secular books are not permitted.

The dormitories are spacious apartments, lofty and well ventilated, and as tidily arranged as our neighbors the Shaking Quakers; and with rather more to feed the imagination. Beside each single bed, spread with a pure white Marcellies cover, there hangs the picture

of a saint, sometimes a crucifix, and always a rosary; and about the walls are pictures of those good old men and pious women that constitute the world of the pious Catholic; and for each compagna (or class) there is an altar, with all proper appurtenances thereunto belonging where prayers are said night and morning.

We went into the chapel, the kitchen, and the distilling-room, where several girls were busily employed; and finally into the dining room, just as the bell was ringing for dinner. The girls came trooping in in orderly files—beautiful girls they were—and each, as she passed, saluted us with a graceful bow and a sweet smile. I wish teaching could give such manners, and our stiff jointed girls could be taught them! The table was neatly spread, with a napkin at each plate. The soup was excellent, as I proved by taking a spoon from one of the little things and tasting it, at which she looked up so pleased that you would certainly have kissed the blooming round cheek she willingly turned to me—and so did I. Besides the soup there was a small portion of meat, potatoes, excellent bread, and white and red wine. Their supper consists of bread, salad, and fruit. On the whole, I came to the conclusion that the orphan's Providence in Milan, is better than father and mother.

Our conductress, who looked very like a respectable New-England countrywoman, gave me a bouquet at parting; and, as we got into the carriage, our most elegant of cavaliers took off his hat and bowed to her with as deferential a courtesy as if she had been a royal princess.

Our next visit was to an infant school of one hundred and fifty children, under six years of age, of which Count C—I is director. This is one of seven infant-schools in Milan, all supported by private charities.—The children, boys and girls, were dressed alike in blouses of a stout cotton plaid. They were eating a good soup when we entered, all except one little transgressor, who stood in a corner of the room, condemned to expiate some sin in this purgatory. He attracted C's compassion, and his superb figure bending over him was a picture. The little penitent was, of course, soon transferred to a hungry boy's paradise—the dinner table. After chanting an after dinner grace, they tramped into an adjoining room, where they went through a drill for our edification, showing themselves as well instructed as the young savans of similar institutions in our New-England Athens.

They finished with a catechism, somewhat differing from ours. "Where is Paradise?" asked their teacher. "In the invisible heaven." "Why invisible?" To which, while I was expecting in response some metaphysical enigma, the boy replied, "Because it is not seen." "What did you become by baptism?" asked the teacher. "A Christian." "Are you all Christians?" They replied, in chorus, "We are all Christians by the grace of God." Poor little fellows! May they learn by experience what the glorious possession is, signified by the name which alone the rite of baptism can give.

#### MAXIMS FOR REPROOF.

A few brief remarks will comprise my views in regard to reproof.

1. Next to the government of ourselves, without which no one can hope to govern others, the most important preliminary step is to secure the confidence and affection of your pupils. Let your whole conduct show that you wish to act as a friend, not as a despot—for their good, and not for your own pleasure.

2. Accustom yourself to confess your own errors frankly. Your pupils will not fail to discover these, and your acknowledgement will increase their confidence in your sincerity.

3. Recollect these errors; and remember the difficulties you find in overcoming them, when you reprove your pupils. Remember also their ignorance, and inexperience, and the far greater difficulties which they must meet in governing themselves.

4. Reprove as seldom as possible. First, try the effect of reasoning, and persuasion, and example faithfully.

5. Reprove with lenity, faults which belong to childhood,—such as those of mere manner, or of ignorance, thoughtlessness, and restlessness.

But it is of the highest importance that reproof be given in a proper manner. Without this all other precautions will be useless.

1. Reprove with affection and sympathy. Show that it gives you pain, and that you perform it only as a duty.

2. Avoid every appearance of irritation in your manner, or tone.

3. The most effectual reproof is often given by praising the pupils for instances of the opposite virtue. Avoid as much as possible, however, referring to the example of others.

4. Lead your pupils as often as possible to detect and reprove their own faults by a course of questions. When this can be accomplished, it is the most effectual mode of reproof.

5. Follow the divine example in the Scriptures, and mingle encouragement and praise with blame. Notice, especially, instances of success in resisting the temptations to similar faults.

6. Seek, above all things, for Divine aid in giving reproof, and for the Divine blessing upon your efforts.



## Youths' Miscellany.

## THE CRANE FAMILY.



The storks and cranes are so nearly alike that they might seem to be cousins. They have both enormously long legs and bills, and seem particularly well fitted to wading in the water—a thing they can do without rolling up their pantaloons. Look at this tall fellow at the head of this article, and tell me if he need be afraid of wetting his clothes by taking a ramble in a brook.

The engraving represents a crane. Let me first say a few words of his cousin stork: This bird, that is spoken of in the Bible as one that "knoweth her appointed time," is not found among us, but it is well known in some parts of Europe. In Holland, it arrives in small bands or flocks, about the first of April, and universally meets with a kind and welcome reception from the inhabitants. Returning year after year to the same town, and the same chimney-top, it re-occupies its deserted nest; and the gladness these birds manifest in again taking possession of their dwelling, and the attachment they testify towards their benevolent hosts, are familiar in the mouths of every one. Nor is the stork less remarkable for its affection towards its young; and the story is well known of a female bird, which, during the conflagration at Delft, chose rather to perish with her young than abandon them to their fate. Incubation and the rearing of the young being over by August, the stork, in the early part of that month, prepares for its departure. The north of Africa, and especially Egypt, are the places of its winter sojourning, for there the marshes are unfrozen, its food is in abundance, and the climate is congenial. Previous to setting out on their airy journey, multitudes assemble from the surrounding districts, chattering with their bills as if in consultation. On the appointed night, a period which appears to be universally chosen by the migratory tribes, they mount into the higher regions of the air, and sail away southward to their destined haven.

The nest of the stork is formed of twigs and sticks, and the eggs, from three to five in number, and nearly as large as those of a goose, are of a yellowish white. Of the countless multitudes in which the stork assembles in order to perform its periodical migrations, some idea may be entertained from Dr Shaw's account of the flocks which he witnessed leaving Egypt and passing over Mount Carmel, each of which was half a mile in breadth, and occupied a space of three hours in passing. When reposing, the stork stands upon one leg, with the neck bent backwards, and the head resting between the shoulders. Such also is its attitude when watching for its prey. Its motions are stately, and it stalks along with slow and measured steps. Its plumage is pure white.

The cranes bear a close resemblance to the white stork which we have been describing, but become even more familiar in some of the countries they inhabit, and in consequence of their larger size, render more essential service in the removal of carrion, offal, and other nuisances. This important office they share with the vultures, and, like those birds, are universally privileged from all annoyance, in return for so meritorious an exertion of their natural propensities. They seem to be constantly attracted by the heaps of offensive substances collected in the villages and towns, which they devour without scruple, and in immense quantities.

The Adjutant arrives in Bengal, in India, before the rainy season. Its gape is enormous, and its voracity astonishing; not that it is ferocious towards man, quite the contrary, for it is peaceable, and even timid; but small quadrupeds are swallowed without any scruple. In the stomach of one, as Latham states, were found a land tortoise ten inches long, and a large black cat entire.

Of the African Marabou Crane, the voracious and omnivorous propensities are attested by Maj. Denham; carrion, reptiles, and small quadrupeds are swallowed at a bolt, with indiscriminate voracity. Smeatham, who resided at Sierra Leone, has given an interesting account of this bird. He observes that the adult bird will often measure seven feet; and that the head, covered with white down thinly dispersed, is not unlike that of a grey-headed man. It associates in flocks, which, when seen at a distance, near the mouths of rivers, coming towards an observer, with their wings extended as they often do, may readily be mistaken for canoes on a smooth sea. "One of these, a young bird,

about five feet high, was brought up tame, and presented to the chief of the Bananas, where Mr. Smeatham lived; and being accustomed to be fed in the great hall, soon became familiar; duly attending that place at dinner-time, and placing itself behind its master's chair, frequently before the guests entered. The servants were obliged to watch narrowly and to defend the provisions with switches, but, notwithstanding, it would frequently snatch something or other, and once purloined a whole boiled fowl, which it swallowed in an instant. Its courage is not equal to its voracity; for a child of ten years soon puts it to flight with a switch, though it seems at first to stand on its defence, by threatening with its enormous bill widely extended, and roaring with a loud voice, like a bear or tiger. It is an enemy to small quadrupeds, as well as birds and reptiles, and slyly destroys fowls and chickens. Everything is swallowed whole, and so accommodating is its throat, that not only an animal as big as a cat is gulped down, but a shin of beef broken asunder serves it but for two morsels. It has been known to swallow a leg of mutton of five or six pounds, a hare, and also a small fox."—Merry's Museum.

## PENMANSHIP—ANECDOTES.

Penmanship is an important part of a common school education; and though teachers traverse the country instructing the young in this art, still it is necessary that the teacher of the district school should give to it particular attention. Since writing schools have become so abundant, penmanship has been neglected in the public schools. This is an evil, for it is not probable that half the children ever receive any instruction in this art from a writing-master. If, then, it is neglected in the Common School, one half of the children will be less skilful in this art than they otherwise would have been.

It is my opinion that the instructions of writing-masters, by affording superior facilities to a few, have been the occasion of its being neglected by school teachers; and consequently many of those children, who cannot afford the time or expense of hiring the services of a master, are poorly qualified for business.

This evil will be remedied at once, if the teachers of our schools will remember that the services of the writing master, who teaches only private schools, for the benefit of those who can pay, do not supersede the necessity of teaching penmanship in the Common Schools.

I have seen a letter written to a lawyer which it was utterly impossible to decipher; he could not determine the place where it was written, the subject, nor the name of the writer. The letter, of course, remains unanswered to this day.

An English gentleman applied to the East India Company for an office for a friend of his in India, and succeeded in obtaining an appointment. His friend, after a while, wrote him a letter of thanks, and signified his intention to send him an equivalent. The Englishman could make nothing of the word but *elephant*, and being pleased with the idea of receiving such a noble animal, he was at the expense of erecting a suitable building for his accommodation. In a few weeks the equivalent came, which was nothing more nor less than a pot of sweetmeats.

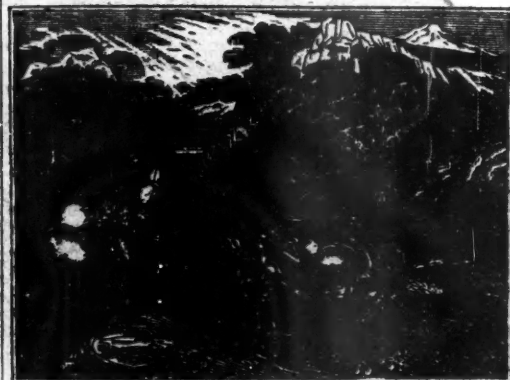
A clergyman in Massachusetts, more than a century ago, addressed a letter to the General Court on some subject of interest that was under discussion. The clerk read the letter, in which there was this remarkable sentence: "I address you not as magistrates but as *Indian devils*." The clerk hesitated, and looked carefully, and said, "Yes, he addresses you as *Indian devils*." The wrath of the honorable body was aroused, they passed a vote of censure, and wrote to the reverend gentleman for an explanation; from which it appeared, that he did not address them as magistrates, but as *individuals*.

A certain part of the day should be devoted to writing; the school teacher must assign to it a part of his time, as faithfully as he does to reading or spelling. Generally the latter part of the forenoon is the best time for writing. In the morning the house is often cold, or the ink frozen; and in the afternoon, especially if there is snow upon the ground, the children's hands tremble. Copies and pens should be in readiness; and when the hour for this exercise arrives, let each scholar be ready to begin.

We can hardly appreciate the value of this art. How pleasant to be able to communicate our thoughts to absent friends! how useful to be able to record the results of business! how wonderful to be able to put our thoughts on paper, that they may be communicated to minds in other lands and in other ages! A missionary in India, at work upon a chapel, went from home without his square. He wrote with a coal upon a chip what he wanted, and handed it to a native to carry to his wife. "Take that," said he, "to my wife." "She will call me a fool if I carry a chip to her." Perceiving him in earnest, the man asked, "What shall I tell the woman?" "The chip will tell," said the missionary. He carried it to the house and gave it to the woman; she looked at it, threw it away, and brought him the square. The native inquired how she knew what he wanted. "Did not you give me a chip?" "Yes," he replied, "but I did not hear it speak." "Well," said the woman, "it made known what you wanted." The native went and picked up the chip, and ran about with it among his acquaintances, saying, "These En-

glish can make chips talk." He was so astonished that he tied a string to it and wore it about his neck for several days. Similar facts are mentioned respecting the astonishment of the natives of the Tonga, and of the Sandwich Islands, when they discovered that thoughts could be put upon paper with a pen.—Teacher Taught.

## THE FOX AND THE TORTOISE.



A FABLE, TO SHOW THE ADVANTAGES OF HONESTY.

A fox that had been robbing some hen-roosts, and had therefore excited the indignation of the people, was one day pursued by a party of hunters, and sorely pressed by their hounds. At last he came to a secluded spot, and having for the time eluded his enemies, he sat down to take breath. Near by, there chanced to be a tortoise, and as birds and beasts always talk in fables, it was a matter of course that the two animals on the present occasion should fall into conversation.

"You seem," said the tortoise, "to be very much out of breath: pray let me ask you what is the matter?"

"Matter enough!" replied the fox. "I occasionally slip into the farmers' hen-roosts, and take away a few of their fowls, or now and then I carry off a fat goose, or a stray lamb; and behold, I am hunted by all people with all their hounds as if I was the greatest rascal on the face of the earth! Whew! how hot I am. These villainous hounds put me in a terrible tremor.—One of them came so close as to snap at my throat with his long ugly teeth, and I really thought my last hour was come. What a terrible life it is I lead: I cannot stir abroad but some hound is on my track, or some bullet whistles near my heart. Even in my den of rocks I have no peace, for I am ever dreaming of the sound of muskets or the baying of hounds."

As the fox said this, the cry of the hunters and their hounds came near, and to save his life, he was again obliged to take to flight. The humble tortoise, observing all this, remarked very wisely, as follows: "How much better it is to be honest and content with what we can call our own, than to be forever running after forbidden pleasures, thus drawing down upon ourselves the enmity of mankind, and all the disquietude of a guilty conscience."—Merry's Museum.

## ANECDOTE.

"Why, neighbor Simple," said Mr. Farsight, one bright July morning, when Mr. Simple was mowing in a lot, where the grass stood so thinly, that the spires looked lonesome;—"why, neighbor Simple, you had a fine lot here, with a strong soil, but your blades of grass are so far apart, that they might grow into hoop-poles and not crowd each other." "Yes," said Mr. Simple, "I've been thinking I was almost a fool, for I ought to have sowed a bushel of good hay-seed upon this piece, but the truth is, I bought only a peck, and so I scattered it about so much the thinner, and now I see I've lost a ton or two of hay by it." "Well," said Mr. Farsight, "don't you think you was about as near being a fool, when you voted, last town-meeting, against granting any more school money for sowing the seeds of knowledge in the minds of the children,—as you was when you scattered a peck of hay-seed, when you ought to have sowed a bushel? Now, remember, neighbor Simple, what I tell you; next year, wherever there is not grass in this lot, there 'll be weeds."

DAYTON &amp; SEXTON, Agents, New-York.

## CONTENTS OF THIS NUMBER.

An act in relation to Common Schools in the city of Hudson, .....	17
Exemption of Indigent Persons on Rate Bills, .....	17
Annual Report of the Superintendent of Common Schools, (continued), .....	18
School Houses—their Location, Size, Light, Furniture, &c. with Plan of School House in Windsor, Conn., and explanation, .....	20
Construction and Internal Arrangement of School Houses, Physical Education, by S. S. Randall, .....	21
Education and Crime, by Alonzo Potter, .....	22
A School for Teachers, .....	23
Moral Education, .....	23
Conversation on Education, .....	23
Charity Schools of Milan, .....	23
Maxims for Reproof, .....	23
YOUTH'S MISCELLANY—The Crane Family—Penmanship, Anecdotes—The Fox and the Tortoise—Anecdote, &c., ..	24

FROM THE STEAM PRESS OF C. VAN BENTHUYSEN.